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supervisory committee and subcommittees, representing each of the sciences included in the report. Conferences concerning the material to be included in the report were held in all parts of the country in order that the freest possible discussion might be secured. Studies were made of progressive experiments in science-teaching in many schools, and the results of these experiments have been included in the report. Due to these conferences and to the progressive type of work upon which they were based, much of the material included in the report has been already incorporated into the practice of many schools. The report is therefore not so much an argument as to what ought to be done in the schools as it is a record of work already accomplished by progressive science teachers. As explained in the introduction, the organization of subject-matter for science courses, as proposed by this report, is based upon

a) Numerous studies of the tendencies in science teaching in the country at large, and particularly in secondary schools in which experimental work upon reorganization has been undertaken.

b) The experience and judgment of science teachers who have studied modern needs of science teaching.

c) The judgment of supervising officers and professors of education as expressed in their writings bearing upon science teaching and in their criticisms of the manuscript of this report.

The report consists of two parts. Part I discusses the general aims and purposes of science instruction, and the general principles governing the selection and presentation of material, and outlines proposed science sequences which are found to be appropriate for use in each of several types of secondary-school organization.

Part II presents a separate treatment of each of the principal courses in science, taking account of such matters as the selection of material, aims, and methods of instruction, differentiation for certain curriculums. Specific suggestion is presented in the form of selected outlines for the treatment of sample topics and discussion of certain devices which may be used as aids in instruction, such as reference books and magazines, individual reports, excursions, and science clubs. An appendix presents a two-page discussion of the science teacher. Leadership, scholarship, and professional spirit are defined and emphasized as the fundamental qualities that make for success in science-teaching.

Teachers and administrators concerned with the various problems which constantly arise in connection with the teaching of the several science courses of secondary schools will find this report suggestive in its presentation of principles of procedure which may be confidently relied upon, and directly helpful in its more specific treatment of many features of the work of reorganization of such courses.

Training store-workers.—Far more general interest attaches to the report of investigations made in the research department of the Women's Educational

and Industrial Union than its very specific title, *Training for Store Service*,¹ would suggest. It is typical of the best in the research on which vocational education must be based and employs a technique significant for all types of curriculum studies. For example, fully one-half of the book is devoted to the study of the numbers, distribution, qualifications, and careers of juvenile store employees, and of the nature of the several forms of employment in which they are engaged. With this study made, the determination of proper training is reduced to the answering of very specific questions.

Indicative of both the need and possibility of training for store service is the great increase in the size of mercantile establishments and in the number of employees.

Such an aggregation of employees points to a Mercantile Revolution comparable to the Industrial Revolution of the past century. It makes possible the division of selling activities into many simple tasks which may be undertaken by juvenile workers. . . . Store managers, like factory managers, must standardize their tasks, stabilize their working forces, and develop intelligent and devoted heads of departments.

Thorough training must compensate for lessened personal interest. . . . Without such educational activities, the great stores may find it difficult to compete with the many small shops where every detail of the business is closely supervised by interested owners [p. 17].

The secondary school has an unusual opportunity to give vocational training to store-workers.

Three out of five (of store employees 14 to 21 years old) had received secondary-school training and two out of five had spent more than two years in secondary schools. It is evident that mercantile establishments have but few positions suitable for persons who have received a limited education [p. 36].

Selling is the work of only some 20 per cent of juvenile employees. Another 20 per cent serve as clericals. The remaining 60 per cent find employment in subsidiary activities. However, "when adult years are reached, nearly one-third have been promoted to selling positions." Because of this and the other values of the courses, the author thinks that secondary-school emphasis on salesmanship is not "educational waste."

Study is also made of the amount and seasons of "shifting," of the extent to which it means mere change of employers as opposed to change of occupation, and of the characteristics of extreme shifters. A rather definite program is suggested by which such loss can be reduced by care in store organization.

The function of the elementary school in the training of these workers will be performed by emphasis on social relations and personal habits and a refocusing of some of the elementary branches. The program for continuation and secondary-school training is more specific and elaborate, while a great work

¹ LUCILE EAVES, *Training for Store Service. The Vocational Experiences and Training of Juvenile Employees of Retail Department, Dry Goods and Clothing Stores in Boston*. Boston: Richard G. Badger, 1920. Pp. 143.

will remain for an instructional staff of the store organization, meeting the workers at the less busy hours of the day.

An appendix gives, besides a list of basic statistical studies not reproduced in the report, some suggestive outlines developed by the educational departments of great stores, and suggested titles for a store library.

Americanization.—One of the most important tasks of our democracy is the assimilation and Americanization of its heterogenous racial elements. The effective performance of this task is necessary if America is to retain those ideals of democracy which have characterized her in the past.

The recent war has given great momentum to the Americanization movement. Federal, state, and municipal, as well as numerous philanthropic and industrial, organizations are now actively interested. The present problem is to plan wisely and organize efficiently.

In this work of Americanization, which is in the broad sense almost entirely educational, the teacher is of first importance. Normal schools, boards of education, and others who are planning to train teachers for such work will welcome a recent book¹ by Peter Roberts, and a bulletin² of the Bureau of Education which bear directly on this problem.

The book by Mr. Roberts is a concrete, suggestive treatment of the general problem of Americanization. It is designed to aid those who give all of their time, or only a part as in evening schools, to the work of Americanization. "It emphasizes the heritage that is ours, submits a program and plan of operation, outlines how men and women may be trained to do the work, and points to the goal which all Americanization workers should keep in mind."

Chapter i, "What is Americanization?," defines Americanism in terms of the two fundamental documents—the Constitution and the Declaration of Independence—and shows how the ideas therein expressed have been the foundation for our national life. Americanization is bringing the foreigner to understand and accept those ideas. Chapters ii and iii emphasize the need of thoroughly understanding determining racial factors. It is pointed out that the Americanization worker must have not only genuine faith in American democracy, but also a genuinely sympathetic faith in the immigrant. Chapter ii describes more particularly the work of the Americanization director, and chapter iii the approach to the foreigner. A specific Americanization program is presented, the following phases of which are discussed in separate chapters: "Teaching English," "Naturalization," "Lectures and Entertainment," "Recreational Activities," and "Advisory Councils." Different plans of organization for the work are described and the "Goal of Americanization"

¹ PETER ROBERTS, *The Problem of Americanization*. New York: Macmillan Co., 1920. Pp. ix+248.

² JOHN J. MAHONEY and OTHERS, "Training Teachers for Americanization." *Bureau of Education Bulletin No. 12*, 1920. Washington: Department of the Interior. Pp. 62.